

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER III RESEARCH METHOD

A. The Research Design

The design of this research was correlation in explanatory research design. According to Creswell (2012, p.340), “an explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (or more) co-vary, that is, where changes in one variable are reflected in changes in the other.” Both variables were the students’ learning motivation and their English learning achievement in reading narrative text. The students’ learning motivation was variable X (independent variable) and their English learning achievement in reading narrative text was variable Y (dependent variable).

B. Time and Location of The Research

This research was conducted on May 2017 in academic year 2016/2017. The research was conducted at the Eleventh Grade of Islamic Senior High School Sabilil Huda which is located in Sanglar, Tembilahan Regency.

C. The Subject and Objective of The Research

1. Subject of This research

The subject of this research was the eleventh grade of Students Islamic Senior High School Sabilil Huda Sanglar – Tembilahan in the academic year 2016/2017.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. Object of This Research

The object of this research was the correlation between students' learning motivation and their English learning achievement in reading narrative text.

D. The Population and Sample of the Research

According to syafi'i (2015), "population of the research refers to total number of subjects from which or whom you obtain the data" (p.108). In the other hand, population is a group of subject who has same characteristic. Related to the statement, the population of this research was the Students of Islamic High School Sabilil Huda Sanglar-Tembilahan.

Table III.1
Population of the research

Islamic Senior High School Sabilil Huda Sanglar - Tembilahan			
Class	Male	Female	Total
X	9	20	29
XI	10	22	32
XII	11	22	33
Total	30	65	95

The sample of this research was Eleventh grade students of Islamic Senior High School Sabilil Huda. Because the sample of this research was fewer than 100, it means that all of students at Eleventh grade were as the sample. Besides, sample refers to the population or subjects chosen or determined as the "sources of data or information" that the researcher need in

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

the research project. This research used total sampling which means all of students as the sample (Sugiyono, 2014).

E. Techniques of Data Collection

In order to collect some data in this research, the writer used the techniques as follows:

1. Questionnaire

The research was conducted at Islamic Senior High School Sabilil Huda, the researcher did the research by using questionnaire to know about the students' learning motivation. It consisted of written question with 20 items, 12 positive questions and 8 negative questions. In that instrument, the researcher gave the alternative option: Strongly Agree (sangat setuju), Agree (Setuju), Undecided (Ragu-ragu), Disagree (tidak setuju) and Strongly Disagree (sangat tidak setuju). We can see the table below:

Table III.2
The Likert Scale Rating

Optional	Score	
	Favorable	Unfavorable
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The questions of questionnaire were taken from the indicators of motivation both intrinsic and extrinsic motivation.

The indicators of intrinsic motivation, are: interested in learning, always study hard, diligent in doing the tasks. The indicators of extrinsic motivation, are: teacher, parent, and environment.

As described in the next table below:

Tabel III.3
The Indicators of Questions

Variable	Dimension	Indicator	Item Number	
			Positive	Negative
Students' Learning Motivation	Intrinsic	1. Interested in Learning	1, 11, 19	8
		2. Always Study Hard	7, 12, 16	2
		3. Diligent in doing the Task	6, 13	3, 17
	Extrinsic	4. Reward	4, 10, 18	14
		5. Environment	20	5, 9, 15
Total			20	

2. Test

To collect the data about achievement in reading narrative text, the researcher needed test as an instrument. According to Brown, test is a method of measuring a person's ability, knowledge, or performance in a given domain.

This method was used to know the students' score in English Achievement especially in reading narrative. So, the researcher used multiple choice test to pinpoint strength and weakness of the students'

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

understanding. The writer made 20 questions, so the students had to answer the entire questions.

The questions of test were taken from the indicators of English subject especially in reading. As described in the next table:

Tabel III.4
The Indicators of Questions

Variable	Indicators	Item Number
English Learning Achievement in Reading Narrative Text	1. The students were able to identify the meaning of word or sentence of the text.	4, 10, 15, 20, 18
	2. The students were able to identify setting in a story.	3, 8
	3. The students were able to identify the language features of the text.	5, 12
	4. The students were able to identify the goal of the text.	2, 7, 11
	5. The students were able to identify the generic structure of the text.	6, 9, 13, 14, 16, 17, 19.
Total		20

After the students did the test, the researcher then took total score from the result of reading test. The classification of the students' score was as follows (Muhibbin Syah, 2006):

Hak Cipta Diindungi Undang-Undang

1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Table III.5
The Classification of Students' Score

Score	Category
80 – 100	Very Good
66 – 79	Good
56 – 66	Enough
40 – 55	Less
30 – 39	Fail

F. Validity and Reability

1. Validity of Students' Learning Motivation

Arikunto (2011, pp. 58-59) stated that validity is the individual's score from an instrument that makes sense, meaningful, enables you, as the researcher, to draw good conclusions from the sample you are studying to the population. It means that validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. According to Brown (2003, p. 22), there are five kinds of validity. They are content validity, criterion-related validity, consequential validity, face validity, and construct validity . An instrument is valid if it is able to measure what must be measured.

Furthermore, in this research, the researcher used construct validity to measure students' learning motivation. Construct validity is any theory, hypothesis, or model that attempts to explain observed phenomena. Based on the try out result, it was determined that all of the items were valid. The result of try out is as follows:

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Table III.6

The Analysis of Students' Learning Motivation Instrument Validity

Item Number	r-item	r-table	Result
1	0.622	0.349	Valid
2	0.819	0.349	Valid
3	0.632	0.349	Valid
4	0.747	0.349	Valid
5	0.412	0.349	Valid
6	0.650	0.349	Valid
7	0.807	0.349	Valid
8	0.618	0.349	Valid
9	0.725	0.349	Valid
10	0.373	0.349	Valid
11	0.670	0.349	Valid
12	0.612	0.349	Valid
13	0.500	0.349	Valid
14	0.503	0.349	Valid
15	0.402	0.349	Valid
16	0.577	0.349	Valid
17	0.586	0.349	Valid
18	0.571	0.349	Valid
19	0.581	0.349	Valid
20	0.522	0.349	Valid

Based on the table, the researcher concluded that the result of instrument validity to the 20 items of students' learning motivation shows that 16 items were valid and 4 items were invalid . Then, the researcher took 20 items used in this research.

2. Validity of English Learning Achievement Test

In this research, the researcher used content validity to measure the students' English learning achievement. According to Brown (2003: 22), content validity is partly a matter of determining if the content that the

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

instruments, contains is an adequate sample of the domain of content it is supposed to represent. Test has content validity if the test is appropriate with the lesson that is taught in the class. Thus, the test was given based on material studied by the students. The material of the test was taken from the syllabus of the eleventh grade students at Islamic Senior High School Sabilil Huda Sanglar-Tembilahan. Based on the try out result, it was determined that all of the items were valid. The result of try out is as follows:

Table III.7
The Analysis of English Learning Achievement Test

Item Number	r-item	r-table	Result
1	0.890	0.349	Valid
2	0.884	0.349	Valid
3	0.632	0.349	Valid
4	0.747	0.349	Valid
5	0.412	0.349	Valid
6	0.650	0.349	Valid
7	0.807	0.349	Valid
8	0.618	0.349	Valid
9	0.725	0.349	Valid
10	0.403	0.349	Valid
11	0.670	0.349	Valid
12	0.612	0.349	Valid
13	0.500	0.349	Valid
14	0.503	0.349	Valid
15	0.302	0.349	Valid
16	0.452	0.349	Valid
17	0.327	0.349	Valid
18	0.552	0.349	Valid
19	0.425	0.349	Valid
20	0.378	0.349	Valid

Hak Cipta Diindungi Undang-Undang

1. Diarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Based on the table, the researcher concluded that the result of instrument validity to the 20 items of English learning achievement test were valid. Then, the researcher took 20 items used in this research.

3. Reliability of Learning Motivation

Reliability is the degree to which a test consistently measures whatever it is measuring (Brown, 2003 p.19). In accordance, Brown (2003:20) said that a reliable test is consistent and dependable. This research is internal consistency reliability. According to Sugiyono (2010, p.174), internal consistency reliability is the instrument administered once, using one version of the instrument and each participant in the study completes the instrument.

To measure reliability in this research, we need a measuring tool, and measuring tool which was used is technique of Alpha *Cronbach*. To measure the students' learning motivation, reseacher used SPSS (Statistical Package for the Social Sciences) 23.0 program to know wheter the istrument was reliable or not. The following table is the level of internal consistency of Cronbach Alpha (Arikunto, 2010, p.115)

Table III.8
A Commonly Accepted Rule of Thumb for Describing
Internal Consistency by Using Cronbach Alpha

Cronbach Alpha	Internal Consistency
>0.90	Very highly reliable
0.80-0.90	Highly reliable
0.70-0.79	Reliable
0.60-0.69	Minimally reliable
<0.60	Unacceptably low reliability

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Table III.9
Reliability Statistics of Learning Motivation

Reliability Statistics	
Cronbach's Alpha	N of Items
.809	20

From the table above, it can be seen that the value of cronbach's alpha is 0.809. It means that the items were reliable, where the value of internal consistency was $0.90 > 0.809$, so the reliability of the test was highly reable.

4. Reliability of English Learning Achievement

Table III.10
Reliability Statistics of English Learning Achievement Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.874	20

From the table above, it could be seen that the value of cronbach's alpha was 0.874. It indicated that the items were reliable, where the value of internal consistency was $0.90 > 0.874 > 0.80$, so the reliability of the test was highly reliable.

Techniques of Data Analysis

In order to find out whether there was a significant correlation between students' learning motivation and their English learning achievement in reading narrative text or not, the data were analyzed statistically. There was a significant correlation or there was no significant correlation between two or more variables that can be analyzed by using product moment correlation

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

(Arikunto, 2010, p.274). H_0 is accepted if the significance 2-tailed value is bigger than α ($\text{sig-t} > \alpha$. In this case, α value is 0.05.

Meanwhile, in order to get easy in analyzing the data, the writer used SPSS 23.0 program for Windows. The product moment correlation coefficient was obtained by considering the degree of freedom ($df = N - nr$; ($N =$ number of sample, $nr =$ number of variable).

In addition, the procedure of processing the data by using SPSS 23.0 program as follows:

1. Open SPSS 23.0 program
2. Click *variable view* on SPSS data editor.
 - a. On column *name*, for the first row is Respondent, for the second row is X, and for the third row is Y.
 - b. On column *type*, for the first row change from numeric to string.
 - c. On column *label*, for the second row is students' learning motivation and for the third row is English learning achievement
3. Next, click *data view* in the left corner on SPSS data editor. Input the respondent in column *respondent*, scores of prior knowledge in column X, and scores of students' listening comprehension in column Y.
4. Then, to find the correlation between the score; click *analyze* → *correlate* → *bivariate*
5. From *bivariate correlaton* input X and Y to *variable*
6. Click *Pearson on correlation coeficient*

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

7. Choose *two tailed on test of significance*
8. Click OK.

Statistically, the hypotheses are:

$$H_a : r_o > r_{table}$$

$$H_o : r_o \leq r_{table}$$

H_a is accepted if $r_o > r_{table}$ or there is a significant correlation between students' learning motivation and their English learning achievement in reading narrative text.

H_o is accepted if $r_o \leq r_{table}$ or there is no a significant correlation between students' learning motivation and their English learning achievement in reading narrative text.

1. The Normality Test of the Data

a. The Normality Test of Learning Motivation Data

The normality test was used to know the if distribution of data was normal or not in line with the idea above. Weiss (2012, p. 704) stated that correlation test for normality is to perform a hypothesis test to decided whether a variable is not normally distributed. Then, the researcher used SPSS 23.0 to find out the result of normality test. The following table shows the normality test for variable X "students' learning motivation" and variable Y "English learning achievement in reading narrative text."

Hak Cipta Diindungi Undang-Undang

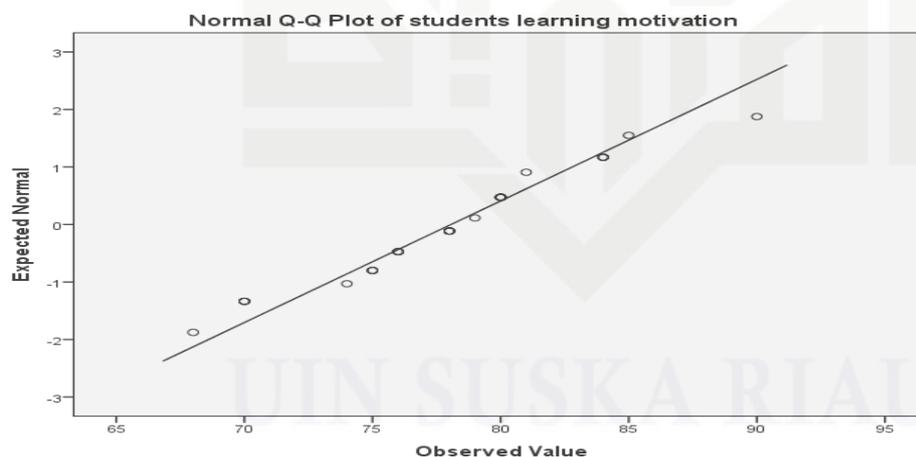
1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan satu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarangi mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Table III.11
The Normality Test of Learning Motivation Data

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Students' Learning Motivation	,154	32	,053	,958	32	,237

The table above showed that the significance of the students' learning motivation was 0.237. According to Shapiro Wilk formula, if the variable $p > 0.05$ it can be said that data of variables are distributed normally. From the table above, it could be said that the data of students' learning motivation was normal, because $0.237 > 0.05$. This is also supported by an inspection of the normal probability plots:

Chart III.1
Normal Q-Q Plot of Students' Learning Motivation



Hak Cipta Diindungi Undang-Undang

1. Diarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

In this plot, the observed value for each score is plotted against the expected value from the normal distribution. A reasonably straight line suggests a normal distribution. In other words, the Q-Q Plot above showed that the students' learning motivation data was normal because the data point spread around the diagonal line and spreading follows the diagonal line (Julie Pallant, 2010, p.78).

b. The Normality Test of English Learning Achievement in Reading Narrative Text

In English learning achievement of reading data, the researcher used Shapiro Wilk formula through SPSS 23.00 for testing normality.

Table III.12
The Normality Test of English Learning Achievement Data

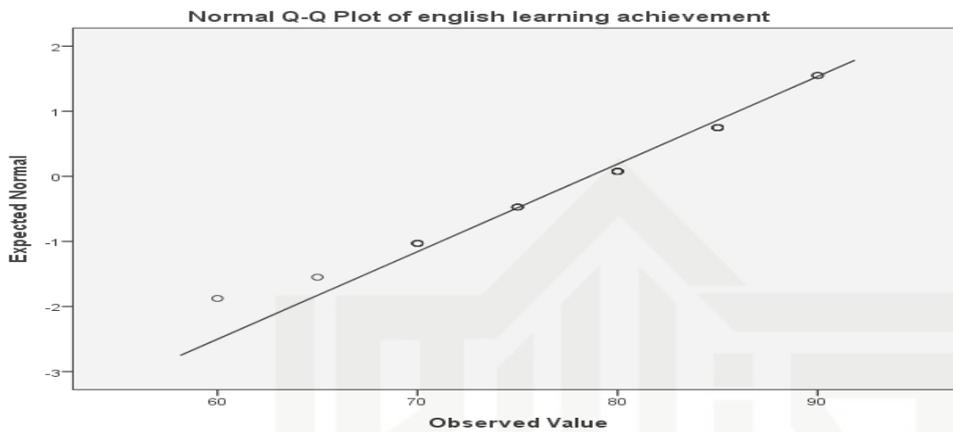
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
English Learning Achievement in Reading	,169	32	,021	,939	32	,070

The table IV.26 above showed that the significance of English learning achievement in reading was 0.070. According to Shapiro Wilk formula, if the variable $p > 0.05$ it can be said that data of variables are distributed normally. From the table above, it could be said that the data of English learning achievement was normal, because $0.070 > 0.05$. Below is the chart of the normality of students' English learning achievement in reading narrative text data:

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Chart III.2
Normal Q-Q Plot of Students' Learning Achievement in Reading Narrative Text



In this plot, the observed value for each score is plotted against the expected value from the normal distribution. A reasonably straight line suggests a normal distribution. In other words, the Q-Q plot above showed that the English learning achievement data was normal because the data points spread around the diagonal line and spreading follow the diagonal line (Julie Pallant, 2010, p.78).